DOCUMENT RESUME

ED 213 002 CS 006 525

AUTHOR Karlin, Andrea
TITLE Oral Reading Intonation and Reading Comprehension.
PUB DATE 12 Feb 82
NOTE 40p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Black Dialects; Black Students; Cloze Procedure; College Students; *Correlation; Higher Education; *Intonation; *Oral Reading; *Reading Comprehension; *Reading Research; Regional Dialects; Stress (Phonology)
IDENTIFIERS Virgin Islands

ABSTRACT

A study investigated whether fluency in oral reading, as indicated by proper intonation, could be used as a measure of college students' reading comprehension. The study was designed to look at the three features of intonation--pitch, stress, and juncture--separately and in combination to determine whether any one or a combination of all the features could be used to assess reading comprehension. The subjects were 54 black West Indian college students whose first language was English. These students read orally two reading passages into a cassette tape player. The tapes of these readings were analyzed for characteristics of intonation. Two weeks after the oral readings, the subjects completed two cloze tests based on the two reading passages. The seven null hypotheses that were investigated in this study yielded consistent evidence that the three features of intonation (pitch, stress, and juncture) were not related to reading comprehension, when viewed either separately or in combination with one another. The results clearly and consistently indicated that measures other than the use of proper intonation must be used to assess reading comprehension. (Appendixes contain materials used during the research, including a word recognition test, the two reading passages, a key to intonation of the passages, and the cloze tests for the passages.) (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED213002

ORAL READING INTONATION AND READING COMPREHENSION

Andrea Karlin
Department of Elementary Education
P. O. Box 10034
Lamar University
Beaumont, Texas 77710
713-838-8703

Presented at Southwest Educational Research Association
February 12, 1982

(c) Andrea Karlin, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Andrea Karlin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 006 525

ORAL READING INTONATION AND READING COMPREHENSION

The Study And Its Purpose

Reading comprehension has been a subject for study as long ago as the first two decades of the twentieth century (Huey, 1909), (Thorndike, 1917) and continues to be the subject of studies among students of reading, language, and psychology (Singer and Ruddell, 1976). The development of adequate measures of reading comprehension is a major concern of several scholars including Bormuth (1966), Goodman (1969), and Davis (1972). Since questions about the validity of standardized reading comprehension tests have been raised by researchers and educators, other ways to assess reading comprehension are being sought.

It has been suggested by a number of linguists and other researchers of reading that oral reading performance is an indication of reading comprehension. According to Fries (1963):

> ...all of us who read with some maturity and the few who read with extraordinary insight and understanding, do, as they read, carry along and build up such a cumulative comprehension of so much of the total meaning of a discourse that their automatic recognition-responses fill in the appropriate intonation and stress patterns... Teachers should never allow to pass any oral reading of any sentence that does not display in the features of pitch sequence and stress an understanding or some understanding of the total meaning. (Fries, 1963, p. 207)

Lamb (1977 has stated that it is the classroom teacher who must accept major responsibility for stressing the importance of intonation in meaningful oral reading and that if pitch, stress, and juncture are important in conveying meaning in speech, they are important in oral reading.

Lefevre (1964) stated that unless children read with proper intonation they will fail to comprehend. "Grasp of meaning is

integrally linked to grasp of structure; intonation gives the unifying configuration" (p.86). Tyler (1961) stated that a reader must sense the "melody" of an author's words in order to understand them. "Unless he is using the intonation pattern intended by the author, he may not get the meaning correctly" (p. 250). Smith (1973) maintained "that written language must be understood before an acceptable (that is, comprehensible to the listener) translation into spoken language can be produced" (p. 73). Pival (1968) contended that a child's inability to read "with expression" is a clue to the quality of reading the child does silently. She also believed that students grasp meaning by "using the cues for oral interpretation" (p. 459). Pearson and Johnson (1978) asserted that "it is clear that factors like juncture, stress, and pitch are important in comprehending written and spoken messages" (p.11).

Several experts have expressed the idea that reading comprehension is the primary requisite to efficient oral reading. Good phrasing, effective expression, and appropriate emphasis all depend on the reader's grasp of the meaning. For most children and adults, good comprehension is a primary requirement for accurate intelligible oral reading. (Dallman, Rouch, Chang, DeBoer, 1974) (Tinker and McCullough, 1968). Lloyd (1962, p. 191) has said that "The ability to relate the melody of speech to the written page is the key to good reading. Good readers do it; poor readers don't do it." Heilman (1977) has declared that proper intonation is primarily the responsibility of the reader and that punctuation gives important cues to the reader to arrive at interpretation. If these cues go unheeded by the reader, meaning is distorted. Smith, Goodman and Meredith (1970) stated that speakers of English use very subtle variations in relative stress, pitch, and pausing or spacing between

sounds which convey important variations in meaning. As one becomes highly proficient in both oral and written language, one supplies intonation in what one reads as one determines the grammatical structures and moves to the meaning. Readers must learn to associate punctuation with familiar pitch and stress patterns in oral reading and vice versa, for the intonation they use is a direct reflection of the grammar they are possessing. The authors also went on to mention that:

> Word callers are so busy recognizing words by using cues within words that they make little or no use of cues within the flow of language. They may call the names of the words correctly, but they cannot get the meaning from a story without using the cues that are not contained in words. They can see the trees but they are lost in the forest. (pp. 274-275)

Both Wardhaugh (1969) and Reed (1970) concurred with Smith, Goodman and Meredith (1970) when they all expressed that the reader who fails to adhere to good intonation has probably failed to comprehend. In different terms, Wardhaugh (1968) stated:

> In order to fully comprehend a sentence, a reader must be able to relate what many linguists now call deep structure of the sentence to its surface structure. The reader must be able to project a consistent semantic reading on the individual words. He must do more than react to surface structure of the sentence alone (that is, do more than recognize individual letters, words, and superficial syntactic patterns). To do only this much is to bark at print. Genuine comprehension requires that each sentence be given both syntactic and semantic interpretations in depth. And this is an active process in which the reader makes a great contribution and by no means a passive process as has been said by certain linguists. (pp. 86-87)

Ruddell (1968) also concurred with this statement. He stated that: "...sentences are processed from the surface structure level to an underlying or deep structure for comprehension purposes. This deep structure is realized through transformational and rewrite rules and is then integrated with semantic components to convey meaning" (p. 67). Despite the fact that some believe that proper intonation

is dependent upon comprehension, it is clear that authorities in the area of reading all believe a relationship between intonation in oral reading and reading comprehension exists.

Some writers do not believe that quality of oral reading and reading comprehension are necessarily related. Spache (1976) maintained that:

> Many authorities agree that oral reading, unlike silent, is not conducive to comprehension. Oral reading is so demanding per se, that a reader has little or no opportunity to process, or react to, the ideas presented. The mechanical and vocal demands of oral reading give almost no time for any depth of thinking as in making judgments, in interpreting interrelationships of ideas or in reading critically. As a result, in testing comprehension during oral reading, only the simplest questions of recall are possible. (p. 121)

Spache and Spache (1977) continued to say that none of the aims of oral reading function in silent reading--that they do not see adequate comprehension as an aim of oral reading. This view is reminiscent of the widespread emphasis prevalent in the 1920's, which shifted from oral reading to silent reading because of a feeling that silent reading emphasized meaning rather than sound (Dallman, Rouch, Chang, DeBoer, 1974). Lloyd (1965) stated that "The oral reader is so busy concentrating on proper pronunciation, enunciation, use of punctuation, voice quality and phrasing that he has no attention remaining with which to grasp the meaning of the passage" (p. 108). Moffett and Wagner (1976) contended that: "The test of literacy is to be able to read a text aloud with normal intonation. This does not mean that the reader understands the text." Harris (1971) stated that at times "children who are excellent silent readers need considerable help before they are able to read orally with ...suitable phrasing and expression" (p. 125). Weaver (1970) also believed that some individuals can read orally with proper intonation material they cannot understand. Falk (1968) concurred

with this view. She stated that a person can learn to "read" aloud material in another language but be unable to understand anything of what he or she has read. She continued to say that children can learn to pronounce written material orally, but if comprehension is lacking it is not correct to characterize their performances as reading.

Apparently the issue of intonation in oral reading and reading comprehension is not settled. Very few data are available to support either position. The question is of sufficient importance because of its possible implication for reading instruction to have warranted investigation.

While views on the relationship between intonation in oral reading and reading comprehension have been expressed, there is little research on this question. Since the results of such investigations might have important implications for teaching reading, it seems that this is a fruitful area for study (MacGinitie, 1975-76).

Statement of the Problem

The purpose of this investigation was to determine whether fluency in oral reading as indicated by proper intonation can be used as a measure of reading comprehension of United States, Virgin Island, Black, West Indian college students, (hereafter to be referred to as college students).

Specific Problems

In order to determine whether intonation in oral reading can be used to assess the reading comprehension of college students, the following problems were considered:

1. To what extent is proper or correct pitch in oral reading related to the reading comprehension of college students?

2. To what extent is proper or correct stress in oral reading related to the reading comprehension of college students?
3. To what extent is proper or correct juncture in oral reading related to the reading comprehension of college students?
4. To what extent are proper or correct pitch, stress, juncture in combination related to the reading comprehension of college students?

Hypothesis

It was hypothesized that the features of intonation in oral reading, i.e., pitch, stress, and juncture, are significantly related to reading comprehension and that they are useful measures of reading comprehension of college students.

An examination of the general hypothesis produced the following null hypotheses for seven factors:

1. There is no significant relationship between reading comprehension and the use of correct pitch.
2. There is no significant relationship between reading comprehension and the use of correct stress.
3. There is no significant relationship between reading comprehension and the use of correct juncture.
4. There is no significant relationship between reading comprehension and the use of correct pitch and stress.
5. There is no significant relationship between reading comprehension and the use of correct pitch and juncture.
6. There is no significant relationship between reading comprehension and the use of correct stress and juncture.

7. There is no significant relationship between reading comprehension and the use of correct pitch, stress, and juncture.

Significance of the Study

This study investigated whether fluency in oral reading as indicated by proper intonation could be used as a measure of reading comprehension of college students. The study was designed to look at the three features of intonation, i.e., pitch, stress, and juncture, separately and in combination with one another to determine whether any or a combination of all of the features could be used to assess reading comprehension.

Very little research has been conducted to determine whether fluency in oral reading as measured by intonation may be used to evaluate reading comprehension. Many questions have been raised concerning the validity of standardized reading comprehension tests. Standard reading comprehension tests are very limited in scope since they measure few comprehension skills (Thorndike, 1973). Research has demonstrated that readers may be able to determine the correct answers to questions without having to read the passages. Test items may not measure what they purport to measure (Farr, 1969). The grade placement score that standardized reading comprehension tests yield often are not representative of actual reading ability (Karlin, 1973). Tests at upper levels assume ability at lower levels (Otto, 1973). Grade scores at the lower and upper ends within a range of possible scores are not as valid as those which fall in the middle (Karlin, 1973). Because of these research questions and others, this study sought to obtain data that might suggest an alternative criteria to assess reading comprehension.

Description of the Study

This investigation sought to determine whether fluency in oral reading as indicated by proper intonation could be used as a measure of reading comprehension of Black West Indian college students who were residents of the United States Virgin Islands.

The United States Virgin Islands, which has United States Territorial status, consist of three major islands: St. Thomas, St. Croix, and St. John. These islands are located approximately 1500 miles South of New York. In 1917, the United States purchased the islands from Denmark and has since been an influence in all aspects of Virgin Islands life.

Each student before being permitted to participate in the study was given a word recognition test (see Appendix A) of words selected from the two reading passages to establish that no one in the sample was unable to understand the test passage because of an inability to recognize the words. Additional criteria for selection in the study were: (1) residents of the United States Virgin Islands for at least 7 consecutive years; and, (2) English as a first language.

Subjects of the study were randomly assigned to Groups A and B. Each group consisted of 27 students who met the criteria defined above. Once all the criteria for participation were met, subjects in Group A read orally the two reading passages (see Appendix B) into a cassette tape player. The tapes were later analyzed by the researcher. Two weeks later, the subjects in Group A took the two cloze tests based on the two reading passages (see Appendix D). The two week time period between tasks was to insure that the subjects would not remember the text from memory. The cloze tests were used to measure reading comprehension. Group B completed the same tests as Group A but the experimental treatments were counterbalanced i.e.

alternated. The results of Groups A and B were compared to determine the presence of a sequence effect.

In order to determine whether or not the difference between Group A and B performances on the four variables were significant, t-tests for independent samples were computed (Gilford, 1978). The results of these t tests were found to be insignificant using the same alpha level as previously set ($p \leq .05$). Therefore, data from both groups were combined to provide more power for analysis.

Data were collected on four variables: reading comprehension, proper use of pitch, proper use of stress, and proper use of juncture to assess the relationship(s) between reading comprehension and all possible combinations as listed in the hypotheses. Relationships were investigated by calculation of Pearson Product Moment Correlations and Multiple Regression Coefficients.

Proper or correct use of pitch, stress, and juncture was evaluated by analyzing tapes of the reading by the 54 subjects and scoring them with criteria provided by Dr. Gilbert Sprauve (1974), a recognized West Indian linguist. At least 90% agreement between the linguist and the investigator was achieved before rating by the investigator began. This agreement was maintained throughout the study.

Summary of the Review of the Literature

Research on intonation and reading comprehension is quite limited in number. There are more studies whose subjects are children than older students, (Alvers, 1970), (Eagon, 1975), (Clay and Imach, 1971), (Means, 1969), Erhi and Wilce, 1974), (Coady and Scott, 1977), Page, 1967), Stice, 1978), Dearborn, Johnson, and Carmichael, 1949). Emphasis of recent research appears to have been centered more on miscue analysis and syntax and semantics in relationship to reading

comprehension than oral reading intonation (Goodman and Burke, 1968), (Goodman and Burke, 1973), (Nurss, 1969) (Rousch, 1972), (Mosenthal 1976-77), (Cambourne 1976-77). However, few would argue about the importance of assessing reading comprehension in valid ways. This study is an attempt to provide more needed information about the relationship of oral reading and silent reading comprehension.

Presentation and Analysis of the Data

Each of the seven hypotheses will be presented and based on the results of the data analyses, were either accepted or rejected using the alpha level of $p \leq .05$. Data was analysed using a Xerox Sigma 7 Computer which was programmed using the "Statistical Package for the Social Sciences" (SPSS) (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1971) at Queens College, City University of New York.

The first three hypotheses required bivariate correlation coefficients to assess the relationship between the dependent variable, reading comprehension, and the independent variables of pitch, stress, and juncture. Pearson Product Moment Correlations were the statistical method selected for assessing the relationship between the dependent and independent variable(s). Standard statistical procedures were used to accomplish this purpose.

The coefficient of determination (r^2) was used in this study as an indication of the strength of the relationship between variables.

Hypotheses four through seven investigated the relationship between reading comprehension and all possible combinations of pitch, stress, and juncture. Multiple regression was the statistical technique utilized to describe the relationships. The purpose

of this study was not to predict reading comprehension but to assess the presence and strength of any relationship. Therefore, multiple regression coefficients (R) were tested for significance and the coefficients of multiple determination (R^2) were analyzed for interpretive purposes.

Hypotheses 1-3 were tested and the following results were obtained:

1. The null hypothesis was accepted. Hypotheses I stated that there was no significant relationship between reading comprehension and the use of correct pitch. The bivariate coefficient of the relationship between correct use of pitch and reading comprehension was $r = .18$, which does not satisfy the alpha level specified of $p \leq .05$. This correlation coefficient of .18 when squared (r^2) produced a measure that indicates the proportion of variance that is shared by the two variables. The $r^2 = .03$ indicating that only 3% of the variance in correct pitch is associated with reading comprehension.
2. The null hypothesis was accepted. Hypothesis 2 stated that there was no significant relationship between reading comprehension and the use of correct stress. The bivariate correlation coefficient of the relationship between correct use of stress and reading comprehension was $r = .22$, which transforms to an r^2 of .05 meaning only 5% of the variance in correct stress is a factor in reading comprehension.
3. The null hypothesis was accepted for Hypothesis 3 which stated that there was no significant relationship between

reading comprehension and the use of correct juncture. The bivariate correlation coefficient of the relationship between the correct use of juncture and reading comprehension was $r = .04$ which produced an r^2 of .00. This r^2 statistic indicates that 0% of the variance of correct juncture is associated with reading comprehension.

Hypotheses 4-7 were tested and the following results obtained:

4. The null hypothesis was accepted for Hypothesis 4 which stated that there is no significant relationship between reading comprehension and the use of correct pitch and stress in combination with one another. The multiple regression coefficient between the correct use of pitch and stress in combination with one another and reading comprehension was $R = .27$, which produces a coefficient of determination of .07. This R^2 statistic indicates that 7% of the variance of the use of correct pitch and stress, in combination with one another, is associated with reading comprehension.

5. The null hypothesis was accepted for Hypothesis 5 which states that there is no significant relationship between reading comprehension and the use of correct pitch and juncture in combination with one another. The multiple regression coefficient between the correct use of pitch and juncture in combination with one another and reading comprehension was $R = .19$ which transforms to a coefficient of determination of .04 meaning only 4% of the variance in the use of correct pitch and juncture in combination with one another is explained by reading comprehension.

6. The null hypothesis was accepted for Hypothesis 6 which stated that there was no significant relationship between the use of correct stress and juncture in combination with one another and reading comprehension. The multiple regression coefficient between reading comprehension and the correct use of stress and juncture in combination with one another yielded an R = .24 which when squared, produced a coefficient of determination of .06 meaning only 6% of the variance in the use of correct stress and juncture in combination with one another is explained by reading comprehension.

7. The null hypothesis was accepted for Hypothesis 7 which stated that there was no significant relationship between reading comprehension and the use of correct pitch, stress, and juncture in combination with one another. The multiple regression coefficient between reading comprehension and the correct use of pitch, stress, and juncture in combination with one another was R = .29, which produced a coefficient of determination of .08. This R^2 statistic indicates that only 8% of the variance of the use of correct pitch, stress, and juncture in combination with one another was associated with reading comprehension.

Implications and Recommendations

The seven null hypotheses that were investigated in this study yielded consistent evidence that the three features of intonation, i.e., pitch, stress, and juncture are not related to reading comprehension of U.S. Virgin Islands Black West Indian college students when viewed either separately or in combination with one another.

The results obtained from this study cannot be generalized to other populations because of the uniqueness of the population

sampled. However, the dialectical difference of the sample may account for the non-significance of the results obtained. The point is still evident that it would be inappropriate for other researchers or teachers of reading to assume that these results can be applied to populations other than the one that was tested in the study. Further replication with other samples would be necessary before generalizations would be justified.

The results of this study clearly and consistently indicate that measures other than the use of proper intonation must be used to assess reading comprehension. The investigator can only speculate why the results of this study yielded consistently non-significant relationships between reading comprehension and all measures of intonation.

It is possible that the students who were the subjects of the study, because of their experience with English as a first language, had a sufficient knowledge of the syntax and structure of language, and this knowledge enabled them to read narrative material orally using proper intonation regardless of their understanding of the material. Their knowledge of redundancy of the language and their ability to chunk (focusing on a group of words rather than individual words) could account for the results that were obtained and further indicated that investigations with younger children not as familiar with all aspects of the language might yield profitable information into the question of whether a relationship exists between reading comprehension and intonation.

Another feature which may have had an effect on the study is the fact that the subjects were dialectically different. It is possible that because these students were required to read orally in an academic

setting, they may have tried to read in a manner which would imitate standard speech, therefore violating their natural speech patterns for pitch, stress, and juncture for which they were judged. The researcher deleted cases from the study in which this was apparent, however, the presence of this effect must be taken into consideration even though attempts were made to control it.

Because of the inconclusive information surrounding the question of reading comprehension and intonation, teachers must be careful not to stereotype a reader as being able or unable to comprehend the material being read orally by the students performance in relation to intonation. Further investigations are needed for all age groups with relationship to reading comprehension and intonation before generalizations can be made.

Recommendations for Future Investigations

This study investigated whether fluency in oral reading as indicated by proper intonation, i.e., pitch, stress, and juncture, could be used as a measure of reading comprehension of Black West Indian college students at the College of the Virgin Islands, St. Thomas, U.S. Virgin Islands (1978-1979), who were U.S. Virgin Islands residents for at least 7 consecutive years, and whose first language is English. Several questions arose as a result of this study which warrant further investigation.

Although the results of this study will have significant impact in the Caribbean, generalization of the results obtained with this population until further investigations have been conducted. The use of non-dialect speakers of English could yield important data. It is recommended that research be conducted with speakers of standard English as well as with other dialects.

The two narrative passages chosen for this study were chosen,

in part, because of the students' lack of familiarity with either passage. This was done so that no student would perform in a more superior manner than another student because of familiarity with the passages. In the future, researchers might choose passages known to be difficult for a college sample, e.g., content area material such as science, philosophy, etc., and narrative material such as that written by Camus or Faulkner. The difficulty of the material would add an additional component that could be useful in a replication of the study.

Several studies that have investigated intonation and reading comprehension have been conducted with elementary aged children. The results of these investigations have not yielded conclusive information. Additional studies are needed, using high school and college-level students. Research using middle school and junior high aged children has not come to the attention of the investigator. The need for additional information from all age groups is necessary to determine whether age or grade is a factor in demonstrating a relationship between intonation and reading comprehension.

In this study, a random sample of college students were selected without assessing each students' reading level. In the future, a comparison of good and poor reading at different reading levels could yield important differences affecting research outcome. In addition, the use of both narrative and content area material might provide researchers with information that would be useful in determining a relationship between intonation and reading comprehension.

In the future, investigators might want to concern themselves with the number and quality of miscues and their relationship to intonation patterns and comprehension.

Finally, attention in the future might focus on whether syntactically and semantically acceptable oral reading errors predict reading comprehension.

APPENDIX A

1.	ambitiously	26.	opposed
2.	fainted	27.	preached
3.	particularly	28.	specifically
4.	generate	29.	sufficient
5.	universities	30.	policies
6.	serious	31.	embraced
7.	stimulate	32.	proclamation
8.	grimly	33.	condemned
9.	experiencing	34.	torturing
10.	opportune	35.	protection
11.	quench	36.	promotion
12.	achiever	37.	loathful
13.	distinguish	38.	impression
14.	humanitarian	39.	foreign
15.	vigorously	40.	substantially
16.	recommended	41.	redistribute
17.	participate	42.	inflationary
18.	determine	43.	conservative
19.	heartily	44.	genocide
20.	graduation	45.	estimate
21.	faculties	46.	Cambodia
22.	administrator	47.	Indochina
23.	fruitfully	48.	refugee
24.	accomplish	49.	scarcely
25.	individually	50.	domestically

APPENDIX B

Oral Reading Passage 1

Ambitious men and women always feel at least a faint longing to stand out in the stream of history. This year, you as a group and as individuals have a particular opportunity to be remembered by future generations. For you are the first freshman class to enter this university since it became a state university.

If I were to ask each of you why you wish to attend a university, I would get a long list of interesting answers. I trust that each of you has thought about this matter seriously for a university career is serious business. I don't mean that you should be grim about it. It can be, and usually is, a most enjoyable experience -- it should and can be the most stimulating period of your life. Why? Because all the reasons which might be given for attending a university can be summed up in one word -- opportunity.

You will have the opportunity to partially quench your thirst for knowledge. (I hope the thirst is never completely quenched.) You will have the opportunity to achieve academic excellence, or to pave the way for distinguished careers in the sciences, in the humanities, in the professions.

If you participate in extracurricular activities (never overdoing it, of course) you will learn a great deal about people and how to live successfully with the human race. This can be very important. Perhpas you can excel in some branch of athletics -- fine. I heartily recommend vigorous and determined participation.

After you graduate (and I trust most of you will) you will, on the average, have fifty years of life ahead of you. May members of the faculty and administration be successful in helping you to prepare in such a way that those fifty years will be happy, stimulating, and fruitful ones. But we can only help. The burden of accomplishment is up to each of you -- individually.

Oral Reading Passage 2

Who can oppose human rights? Most Americans rank them with God, Mother, and Country. What we will do about them is another matter. The gap between preaching and practice may leave both human rights and Jimmy Carter the losers.

Why are Americans solid in the general support for human rights, but so soft on specifics? And

what does that mean?

First, few Americans know the scope of the President's program. The Administration has not made sufficiently clear that its policy embraces all rights proclaimed in the United Nations Universal Declaration of Human Rights. That means not just condemning torture or protecting free speech but trying to meet such "basic human needs" as food, shelter, and health care at home, as well as abroad.

Second, few think promoting human rights requires more than statements. The Administration is loath to stress the link between words, which can be cheap, and deeds, which are not. The economic pressure needed to impress a dictator can mean lost business and jobs for Americans. Serious United States focus on basic human needs might mean big tax hikes to finance more foreign aid and/or domestic welfare. Such programs suggest a substantial redistribution of income within and away from the United States.

Third, even fewer Americans -- hard-pressed by inflation, opposed to higher taxes, and prone to a new political conservatism -- welcome such

price tags on their principles.

United States reaction to Cambodia may be the most telling index to this trend. Although the United States could not prevent the genocide of an estimated one million Cambodians; it has done little for those it could help: the thousands who risked death to escape. Many Americans are all for human rights -- until Indochinese refugees compete for scarce United States jobs.

APPENDIX C

Key
/ = Pitch
– = Stress
* = Juncture

Oral Reading Passage 1

Ambitious men and women * always feel at least a faint longing * to stand out * in the stream of history.* This year, * you as a group * and as individuals * have a particular opportunity to be remembered by future generations.* For you * are the first freshman class to enter this university / since it became a state university.*

If I were to ask each of you why you wish to attend a university * I would get a long list of interesting answers.* I trust that each of you has thought about this matter seriously * for a university career is serious business.* I don't mean that you should be grim about it.* It can be, * and usually is,* a most enjoyable experience *-- it should and can be the most stimulating period of your life.* Why?* Because all the reasons which might be given for attending a university can be summed up in one word * -- opportunity.*

You will have the opportunity * partially to quench your thirst for knowledge.* (I hope the

thirst is never completed quenched.)* You will have the opportunity to achieve academic excellence,* or to pave the way for distinguished careers * in the sciences,* in the humanities,* in the professions.* If you participate in extracurricular activities * (never overdoing it,* of course)* you will learn a great deal about people * and how to live successfully with the human race.* This can be very important.* Perhaps * you can excel in some branch of athletics *-- fine.* I heartily recommend vigorous and determined participation.*

After you graduate * (and I trust most of you will)* you will, * on the average,* have fifty years of life ahead of you.* May members of the faculty and administration * be successful in helping you to prepare * in such a way * that those fifty years will be happy, * stimulating, * and fruitful ones.* But we can only help.* The burden of accomplishment * is up to each of you * -- individually.*

Oral Reading Passage 2

Who can oppose human rights?* Most Americans rank them with God,* Mother, * and Country.* What we will do about them is another matter.* The gap or

between preaching and practice may leave both human rights and Jimmy Carter the losers.*

Why are Americans solid in the general support for human rights,* but so soft on specifics?* And what does that mean?*

First,* few Americans know the scope of the President's program.* The Administration has not made sufficiently clear that its policy embraces all rights proclaimed in the United Nations Universal Declaration of Human Rights.* That means* not just condemning torture* or protecting free speech* but trying to meet such "basic human needs" as food,* shelter,* and health care at home,* as well as abroad.*

Second,* few think promoting human rights requires more than statements.* The Administration is loath to stress the link between words,* which can be cheap,* and deeds,* which are not.* The economic pressure needed to impress a dictator can mean lost business and jobs for Americans.* Serious United States focus on basic human needs might mean big tax hikes to finance more foreign and/or domestic welfare.* Such programs suggest a substantial redistribution of income * within and away* from the United States.*

Third,* even fewer Americans*-- hard-pressed by inflation,* opposed to higher taxes,* and prone to a new political conservatism*-- welcome such price tags on their principles.*

United States reaction to Cambodia may be the most telling index to this trend.* Although the United States could not prevent the genocide of an estimated one million Cambodians,* it has done little for those it could help:* the thousands who risked or death to escape.* Many Americans are all for human rights*-- until Indochinese refugees compete for scarce United States jobs.*

APPENDIX D

Passage I Cloze

Ambitious men and women always feel at least a faing longing to stand out in the stream of history. This year, you as _____ group and as individuals _____ a particular opportunity to _____ remembered by future generations. _____ you are the first _____ class to enter this _____ since it became a _____ university.

If I were _____ ask each of you _____ you wish to attend _____ university I would get _____ long list of interesting _____. I trust that each _____ you has thought about _____ matter seriously for a _____ career is erious business. _____ don't mean that you _____ be grim about it. _____ can be, and usually _____, a most enjoyable experience -- _____ should and can be _____ most stimulating period of _____ life. Why? Because all _____ reasons which might be _____ for attending a university _____ be summed up in _____ word -- opportunity.

You will _____ the opportunity partially to _____ your thirst for knowledge. (_____

hope the thirst is _____ completely quenched.) You will _____ the opportunity to achieve _____ excellence, or to pave _____ way for distinguished careers _____ the sciences, in the _____, in the professions. If _____ participate in extracurricular activities (_____ overdoing it, of course) _____ will learn a great _____ about people and how _____ live successfully with the _____ race. This can be _____ important. Perhaps you can _____ in some branch of _____ -- fine. I heartily recommend _____ and determined participation.

After _____ graduate (and I trust _____ of you will) you _____, on the average, have _____ years of life ahead _____ you. May members of _____ faculty and administration be _____ in helping you to _____ in such a way _____those fifty years will _____ happy, stimulating, and fruitful _____. But we can only _____. The burden of accomplishment is up to each of you -- individually.

Passage 2 Cloze

Who can oppose human rights? Most Americans rank them _____ God, Mother, and Country. _____ we will do about _____ is another matter. The _____ between preaching and practice _____ leave both human rights _____ Jimmy Carter the losers.

_____ are Americans solid in _____ general support for human _____ but so soft on _____? And what does that _____?

First, few Americans know _____ scope of the President's _____. The Administration has not _____ sufficiently clear that its _____ embraces all rights proclaimed _____ the United Nations Universal _____ of Human Rights. That _____ not just condemning torture _____ protecting free speech but _____ to meet such "basic _____ needs" as food, shelter, _____ health care at home, _____ well as abroad.

Second, _____ think promoting human rights _____ more than statements. The _____ is loath to stress _____ link between words, which _____ be cheap, and deeds, _____ are not. The economic _____ needed to impress a

_____ can mean lost business _____ jobs for Americans. Serious _____ States focus on basic _____ needs might mean big _____ hikes to finance more _____ aid and/or domestic _____. Such programs suggest a _____ distribution of income within _____ away from the United _____.

Third, even fewer Americans -- _____ -- pressed by inflation, opposed _____ higher taxes, and prone _____ a new political conservatism -- _____ such price tags on principles.

United States reaction _____ Cambodia may be the _____ telling index to this _____. Although the United States _____ not prevent the genocide _____ an estimated one million _____, it has done little _____ those it could help: _____ thousands who risked death _____ escape. Many Americans are all for human rights -- until Indochinese refugees compete for scarce United States jobs.

REFERENCES

Ahlvers, Elizabeth R., A Study of the Effect of Teaching Intonation Skills on Reading Comprehension in Grade One. Unpublished Doctoral Dissertation, The Pennsylvania State University, 1970.

Berger, Natalie S., and Perfetti, Charles A., "Reading Skill and Memory for Spoken and Written Discourse," Journal of Reading Behavior, 9 (Spring, 1977) pp. 7-16.

Bormuth, John R., "The Cloze Readability Procedure," Elementary English, 45 (April, 1968), pp. 429-436.

Bormuth, J. R., "Readability: A New Approach," Reading Research Quarterly, (Spring 1966), pp. 79-131.

Breiter, Joan C., "Reading or Listening: A Comparison of Techniques of Instruction in Elementary Social Studies," The Alberta Journal of Educational Research, 21 (June, 1975) pp. 130-140.

Cambourne, Brian, "Getting to Goodman: An Analysis of the Goodman Model of Reading with Some Suggestions for Evaluation," Reading Research Quarterly, 12 (1976-1977), pp.605-636.

Clay, Marie, and Amlach, Robert, "Juncture, Pitch, and Stress as Reading Behavior Variables," Journal of Verbal Learning and Verbal Behavior, 10 (April, 1971), pp. 133-139.

Coady, James and Baldwin, Scott, "Intonation and Syntax in Primers," Reading Improvement, 14 (Fall, 1977), pp. 160-164.

Cronbach, L. J., and Mechl, P. E., "Construct Validity in Psychological Tests," Psychology Bulletin, 55 (1955), pp. 281-300.

Culhane, Joseph, "Cloze Procedure and Comprehension," The Reading Teacher, 23 (Februa[illegible], 1970), p. 410.

Dallman, Rouch, Chang, DeBo[illegible] The Teaching of Reading, Fourth Edition, New York: [illegible] Rinehart, and Winston, Inc., 1974, pp. 287-296.

Davis, Frederick B., "Psych[illegible]c Research on Comprehension in Reading," Reading R[illegible] Quarterly, 7 (Summer, 1972), pp. 628-678.

Dearborn, W. F., and Johnson, P. W., and Carmichael, L., "Oral Stress and Meaning in Printed Material," Science, 110 (oct. 14, 1949), Number 2859, p. 404.

Denbow, Carl Jon, "Listenability and Readability: An Experimental Investigation, Journalism Quarterly, 52 (Summer, 1975) pp. 285-290.

Durrell, D. D., "Listening Comprehension vs. Reading Comprehension," Journal of Reading, 12 (Mar., 1969) pp. 455-460.

Eagen, Sr. Ruth, "An Investigation Into the Relationship of the Pausing Phenomena in Oral Reading and Reading Comprehension," The Alberta Journal of Educational Research, 21 (Dec., 1975), pp. 278-288.

Ehri, Linnea, and Vilce, Lee, "Research in Brief: Printed Intonation Cues and Reading in Children," Visible Language, 8 (Summer, 1974) pp. 265-274.

Fairbanks, G., "The Relationship Between Eye-movements and Voice in Oral Reading of Good and Poor Silent Readers," Psychological Monographs, 48 (1937), Number 215, pp. 78-107.

Falk, Julia, Linguistics and Language, 2nd Edition, New York: John Wiley and Sons, 1968, p. 386.

Farr, Roger, Reading: What Can Be Measured?, Newark, Delaware: International Reading Association, 1969, pp. 52-65.

Farr Roger, and Roser, Nancy, Teaching a Child to Read, New York: Harcourt, Brace, Jovanovich, 1979, p. 71.

Fries, Charles C., Linguistics and Reading, New York: Holt, Rinehart and Winston, Inc., 1963, p. 207.

Furnas, C. C., "Dr. CC. Greeting to Students," The Spectrum, New York: S.U.N.Y. at Buffalo, (September 5, 1962).

Gilmore, J. V., The Relationship Between Certain Oral Reading Habits and Oral and Silent Reading Comprehension. Unpublished Doctoral Dissertation, Harvard University, 1947.

Guilford, J. P. and Fruchter, Benjamin, Fundamental Statistics in Psychology and Education, 6th Edition, New York: McGraw Hill, 1978.

Goodman, Kenneth, S., "Analysis of Oral Reading Miscues: Applied Psycholinguistics," Reading Research Quarterly, 5 (Fall, 1969), pp. 9-30.

Goodman, Kenneth S., and Burke, Carolyn, Theoretically Based Studies of Patterns of Miscues in Oral Reading Performance. Report No. 9-0375, Office of Education, U.S. Department of Health, Education, and Welfare, April, 1973.

Goodman, Kenneth S., and Burke, Carolyn, Study of Children's Behavior While Reading Orally, Report No. S425, Office of Education, U.S. Department of Health, Education, and Welfare, March, 1968.

Hansen, Cheryl, Lovitt, Thomas, C., "The Relationship Between Question Type and Mode of Reading on the Ability to Comprehend," The Journal of Special Education, 10 (Spring, 1976) pp. 53-60.

Harris, Albert, J., and Sipay, Edward R., Affective Teaching of Reading, Second Ed., New York: David McKay Co., Inc., 1971, p. 138.

Heilman, Arthur, Principles and Practices of Teaching Reading, 4th Edition, Columbus, Ohio: Charles Merrill Publishing Company, 1977, p. 440.

Huey, E. B., The Psychology and Pedagogy of Reading, New York: The MacMillan Co., 1909.

Johnson, David C., "The Effect of Reading and Punctuation Variations Upon Reading Comprehension," in Frank P. Greene (Ed.), Reading: The Right to Participate, Twentieth Yearbook of the National Reading Conference, 1971, pp. 304-311.

Jones, E. B., "A Comparison of Comprehension Results in Oral and Silent Reading," Peabody Journal of Education, 9 (1932) pp. 292-296.

Karlin, Robert, "Evaluation for Diagnostic Teaching," In Walter H. MacGinitie, Ed., Assessment Problems in Reading, Neward Delaware: International Reading Association, 1973, pp. 8-13.

Kerfoot, J. K., "Comprehending Comprehension" in J. A. Figurel, Ed., Improvement of Reading Through Classroom Practice, I.R.A. Proceedings, Vol. 9, Newark Delaware, 1964, pp. 74-76.

Kintsch, Walter, and Kominsky, Eli, "Summarizing Stories After Reading and Listening," Journal of Educational Psychology, 69 (October, 1977) pp. 491-499.

Klare, George R., The Measurement of Readability, Ames, Iowa, Iowa State University Press, 1963.

Lamb, Pose, Linguistics in Proper Perspective, 2nd Edition, Columbus Ohio: Charles Merrill Publishing Co., 1977.

Lefevre, Carl A., Linguistics and the Teaching of Reading, New York; McGraw Hill, Inc., 1964.

Lloyd, Bruce, "The Chimera of Oral Reading," Education, 86 (Oct., 1965), pp. 106-108.

Lloyd, Donald, "Reading American English Sound Patterns," Monograph 104, New York: Harper & Row, 1962, p. 191.

MacGinitie, Walter H., "Research Suggestions from the 'Literature Search,'" Reading Research Quarterly, 11 (1975-1976), p. 21.

Many, W. A., "Is There Really Any Difference -- Reading vs. Listening?", The Reading Teacher, 19 (nov. 1965), pp. 110-113.

Means, Chalmers E., A Study of the Relationship Between The Use of Intonation Patterns in Oral Reading and Comprehension in Reading. Unpublished Doctoral Dissertation, The Pennsylvania State University, 1969.

Moffett, James, and Wagner, Betty Jane, Student-Centered Language Arts and Reading, K-12, Second Edition, Boston: Houghton Mifflin Co., 1976, p. 125.

Mosenthal, Peter, "Psycholinguistic Properties of Aural and Visual Comprehension as Determined by Children's Abilities to Comprehend Syllogisms," Reading Research Quarterly, 12 (1976-1977), pp. 55-92.

Neville, Mary, and Pugh, A. K., "Context in Reading and Listening: A Comparison of Children's Errors in Cloze Tests," British Journal of Educational Psychology, 44 (Nov., 1974) pp. 224-232.

Nie, Norman, Hull, Hadlai, Jenkins, Jon G., Steinbrenner, Karin, Bent, Dale H., Statistical Package for the Social Sciences, 2nd Edition, New York: McGraw Hill, 1974.

Nurss, J. R., "Oral Reading Errors and Reading Comprehension," The Reading Teacher, 22 (March, 1969), pp. 523-527.

Otto, Wayne, "Evaluating Instruments for Assessing Needs and Growth in Reading," In Walter H. MacGinitie, Ed., Assessment Problems in Reading, Newark, Delaware: International Reading Association, 1973, pp. 14-20.

Page, William "Pseudocues, Supercues, and Comprehension," Reading World, 15 (May, 1976) pp. 232-238.

Pearson, P. David, and Johnson, Dale D., Teaching Reading Comprehension, New York: Holt, Rinehart, and Winston, Inc., 1978, p. 11.

Pennock, Clifford D., "Using Cloze to Select Appropriate Instructional Materials," In Jane Porter, Ed., Research report Elementary English, September 1973, 50, pp. 940-941.

Perelle, Ira B., "Auditory and Written/Visual as Factors in Learning and Retention," Reading Improvement, 12 (Spring, 1975), pp. 15-22.

Pival, Jean G., "Stress, Pitch, and Juncture: Tools in the Diagnosis and Treatment of Reading Ills, Elementary English, 45 (April, 1968), p. 459.

Poulton, E. C. and Brown, C. H., "Memory After Reading Aloud and Reading Silently," British Journal of Psychology, 58 (Nov., 1967), pp. 219-222.

Potter, Thomas C., A Taxonomny of Cloze Research, Part I, Readability and Reading Comprehension, (11300 La Cienega Blvd., Inglewood, CA, 90304; Southwest Regional Laboratory for Educational Research and Development, 1968) pp. 39-40.

Rankin, E. F., "The Cloze Procedure--Its Validity and Utility," In Oscar S. Causey and William Eller, Eds., Starting and Improving College Reading Programs: Eighth Yearbook of the National Reading Conference, Fort Worth, Texas: Texas Christian University Press, 1959, pp. 131-144.

Rankin, E. F., "Cloze Procedure -- A Survey of Research," Yearbook of the Southwest Reading Conference, 14 (1965), pp. 133-148.

Rousch, Peter D., A Psycholinguistic Investigation Into the Relationship Between Prior Conceptual Knowledge, Oral Reading Miscues, Silent Reading, and Post-Reading Performance. Unpublished Doctoral Dissertation, Wayne State University, 1972.

Rowell, E. H., "Do Elementary Students Read Better Orally or Silently?", The Reading Teacher 29 (Jan., 1976), pp. 367-370.

Simons, Herbert D., "Reading Comprehension: The Need for a New Perspective," Reading Research Quarterly (Spring 1971), Vol. VI, No. 3, I.R.A., Newark Delaware, pp. 338-363.

Singer, Harry and Ruddell, Robert, B. (Eds.), Theoretical Models and Processes of Reading, Second Ed., Newark Delaware: International Reading Association, 1976.

Smiley, S. S., Oakley, D. D., Worthen, D., Campione, J. C., and Brown, A. L., "Recall of Thematically Relevant Material by Adolescent Good and Poor Readers as a Function of Written vs. Oral Presentation," Journal of Educational Psychology, 69 (August, 1977), pp. 381-387.

Smith, E. Brooks, Goodman, Kenneth, S., Meredith, Robert, Language and Thinking in School, 2nd Edition, New York: Holt, Rinehart, and Winston, 1970.

Smith, Frank, Psycholinguistics and Reading, New York: Holt, Rinehart and Winston, Inc., 1973, p. 73.

Spache, George, Diagnosing and Correcting Reading Disabilities, Boston: Allyn & Bacon, 1976.

Spauve, Gilbert A., Towards A Reconstruction of Virgin Islands English Creole Phonology. Ph.D. 1974, Princeton University.

Stice, Carol Kirchner, "The Relationship Between Comprehension of Oral Contrastive Stress and Silent Reading Comprehension," Research in the Teaching of English, 12 (May, 1978), pp. 137-142.

Swalm, James E., "Comparison of Oral Reading, Silent Reading, and Listening Comprehension," Education, 92 (April-May, 1972), pp. 111-115.

Swalm, James E., "Is Listening Really More Effective for Learning in the Early Grades?", Elementary English, 51 (Nov./Dec., 1974) pp. 1110-1113.

Swanson, D. E., "Common Elements in Silent and Oral Reading," Psychological Monographs, 48 (215/1937), pp. 36-60.

Taylor, Wilson, "Cloze Procedure: A New Tool for Measuring Readability," Journalism Quarterly, 30 (Fall, 1953) pp. 414-38.

Thorndike, E. K., "Reading as Reasoning: A Study of Mistakes in Paragraph Reading," Journal of Educational Psychology, 8 (June, 1917), pp. 323-332.

Thorndike, Robert L.,"Dilemnas in Diagnosis in Assessment Problems in Reading," In Walter H. MacGinitie, Ed., Assessment Problems in Reading, International Reading Association, Newark Delaware, 1973, pp. 57-67

Tinker, Miles, and McCullough, Constance, M., Teaching Elementary Reading, 3rd Edition, New York: Appleton-Century Crofts, 1968, p. 226.

Tuinman, J. J., "Determining the Passage Dependency of Comprehension Questions in 5 Major Tests," Reading Research Quarterly, 9 (1973-74), No. 2., pp. 206-223.

Tyler, Priscilla, "Sound, Pattern, and Sense," in J. Allen Figurel (Ed.), Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, New York: Scholastic Magazine, 1961, p. 250.

Vogelgesang, Sandy, "Principles Price," The New York Times, June 28, 1978, p. A23.

Walker, Laurence, "Comparative Study of Selected Reading and Listening Processes," Insight Into Why and How People Read, Ed. by Robert Williams, Newark, Delaware: International Reading Association, 1976, pp. 39-46.

Walker, Laurence, "Comprehending Writing and Spontaneous Speech," Reading Research Quarterly 11 (1975-1976), pp. 144-167.

Walker, Laurence, "Comprehension of Writing and Spontaneous Speech," Visible Language, (Winter, 1977), pp. 37-51.

Wardhaugh, Ronald. Reading: A Linguistic Perspective, New York: Harcourt, Brace, Jovanovich, 1969.

Wardhaugh, Ronald, "The Teaching of Phonics and Comprehension: A Linguistic Evaluation," Psycholinguistics and the Teaching of Reading, Kenneth Goodman and James Fleming, Editors, Newark, Delaware: International Reading Association, 1968, pp. 79-89.

Weaver, Wendell W., Holmes, C. Curtis, and Reynolds, Richard J., "The Effect of Reading Variation and Punctuation Conditions Upon Reading Comprehension," Journal of Reading Behavior, 2 (Winter 1970), p. 75-84.

Wells, Charles, "The Value of an Oral Reading Test for Diagnosis of Reading Difficulties of College Freshmen of Low Academic Performance," Psychological Monographs: General and Applied, Herbert S. Conrad, Editor, Vol. 64, No., 2, Whole No. 308, 150, pp. 1-35.

Young, Robert Q., "A Comparison of Reading and Listening Comprehension with Rate of Presentation Controlled," Audio-Visual Communication Review, 21 (Fall, 1973), pp. 327-336.

Zintz, Miles, Corrective Reading, Dubuque, Iowa: Wm. C. Brown, Co., Publishers, 1972.

Zintz, Miles, The Reading Process, Dubuque, Iowa: Wm. C. Brown, Co., Publishers, 1975.